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ABSTRACT

This manual provides administrative guidelines for programs for gifted students in Missouri. An introduction cites the relevant state special education law, defines "giftedness," and stresses that differentiated educational programs are intended for only 2 or 3 percent of the school-aged population whose development requires differentiated programs. The next section outlines general administrative procedures for state-assisted gifted programs at both the district level and the state departmental level. The third section provides specific guidelines for preparing the application for state assistance for district gifted programs and explains how to complete the cover page (and assurances) and the five main sections, which cover: (1) enrollment and proposed number of gifted students to be served; (2) student selection criteria; (3) description of gifted program; (4) budget for instructional staff positions; and (5) budget for special materials for all program components. Six appendices provide more detail on nonsupplant of the regular program; certification requirements for teachers of the gifted; the gifted student selection process; minimum caseloads eligible for reimbursement; state administrative rules; and definitions of terms. (DB)

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ED 416 624

Administrative Manual and Guidelines

State-Assisted Program for Gifted Students

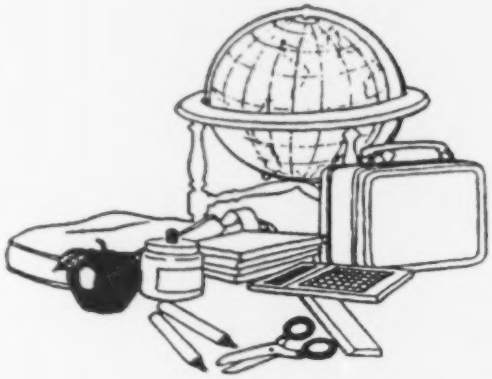

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Table of Contents

	PAGE
INTRODUCTION	
State Law	1
Scope of Program	1
GENERAL ADMINISTRATIVE PROCEDURES FOR STATE-ASSISTED GIFTED PROGRAMS	
District Procedures	2
Department Procedures	3
GUIDE FOR PREPARING APPLICATION FOR GIFTED PROGRAM	
Assurances	4
Section I - Enrollment and Proposed Number of Gifted Students to be Served by Target Grade Span	5
Section II - Student Selection Criteria (Screening and Evaluation Instruments and Procedures)	6
Section III - Description of Gifted Program Component	8
Section IV - Budget: Instructional Staff Positions for All Program Components	12
Section V - Budget: Special Materials for All Program Components	13
APPENDICES	
A--Considerations for Nonsupplant of Regular Program	17
B--Certification for Teachers of Gifted	19
C--Gifted Student Selection Process	20
D--Minimum Caseloads Eligible for Reimbursement	21
E--State Administrative Rule	22
F--Definitions of Terms	25

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INTRODUCTION

By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced. In 1973 the General Assembly recognized that there is a limited number of academically advanced students whose mental capacity and learning potential are so advanced that they need services beyond the level of those ordinarily provided. As a result, in 1973, the General Assembly authorized the state program for gifted students and provided for the partial reimbursement of the additional cost of instructional personnel and materials necessary to provide appropriate programs for those students. In so doing, the General Assembly did not intend to diminish in any way the regular program of instruction or to supplant existing programs for the academically advanced (superior) students. The intent was clearly to support special efforts to improve the educational opportunities available for students who are identified as gifted.

The state special education law (H.B. 474) enacted in 1973, authorized the State Board of Education to establish standards for state aid for special programs for gifted students. The following sections of state law pertain to gifted education programs eligible for state assistance:

> Section 162.675. RSMo, defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."
>
> Section 162.720, RSMo, states that school districts may establish programs for gifted children "where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs . . ." and states that the State Board of Education "shall determine standards for such programs. Approval of such programs shall be made by the State Department of Education based upon project applications submitted by July fifteenth of each year."
>
> Section 162.975, RSMo, authorizes reimbursement of "approved programs for gifted children; state aid not to exceed three-fourths of the cost of instructional personnel and special materials listed and approved on the project application shall be apportioned."

In accordance with the definition of giftedness which is set forth in the law, the state-approved programs for the gifted will be in the general academic areas and/or in the fine arts. It is recognized that gifted students are capable of outstanding performance in one or more academic areas and may also display outstanding ability in one or more of the fine arts. It is further recognized that outstanding intellectual, creative thinking, and reasoning abilities contribute singly and in various combinations to such performance. Consequently, school districts will need to assess a variety of student abilities and to design appropriate programs which will challenge and develop these abilities. This responsibility is addressed within the standards of the Missouri School Improvement Program. According to standard 8.2, each "district identifies gifted and talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual, physical, and social maturity."

Research in the field of education suggests that only 2 to 3 percent of the school-aged population is gifted to the extent that its development requires special educational services. Because of the variance among the populations served by Missouri school districts, it is recognized that the percentage of gifted students identified in some school districts may be greater than that suggested by research. In order to accommodate these differences, the State Rule has set the maximum percentage which can be served in academic gifted programs at 5 percent of the enrollment in the school(s) or grade level(s) served. Gifted programs designed in the fine arts areas may serve a maximum of 2 percent of the school and grade level enrollments.

It is important to note that differentiated educational programs for gifted students are not designed for the typical superior student who is frequently an excellent scholar, can earn A grades, and achieve academic honors. The educational needs of such students should be met by existing school programs. Gifted programs are reserved for the 2-3 percent of students who are as far from the superior student in potential as the superior is from the average student. The task is to identify this small percentage of students with truly exceptional needs and to provide educational opportunities which will challenge and develop fully their abilities. See Appendix A, Considerations for Nonsupplant of Regular Program.

GENERAL ADMINISTRATIVE PROCEDURES FOR STATE-ASSISTED GIFTED PROGRAMS

District Procedures

1. Applications for gifted programs are to be submitted to the Department's Gifted Education Programs Section postmarked by May 31 of each year in order for programs to be reviewed and approved for state aid for the subsequent school year.

2. Applications **must be typed** and submitted in the format set forth by the Department; additions and attachments are to be typed on 8 1/2 x 11" paper and securely fastened to the application. Two copies of the application must be submitted to the Department **(one original and one copy with original signatures)**. Once approval is granted, one copy will be signed and returned to the district.

3. In order to receive funding for gifted education programs, a district must employ instructional personnel who have a valid Missouri teaching certificate with an endorsement in gifted education. Provisional certification in gifted education will be acceptable for this requirement. See Appendix B for certification guidelines.

4. Occasionally, unforeseen circumstances may arise which would alter the approved budget and make it necessary to request a budget revision. **Budget increases in a project's state aid cannot be made after September 15 of the program year.** Should any of the following conditions occur, a budget revision request must be submitted prior to any obligation of funds affected by the revision:

   a) A change in instructional staff positions approved for the project (number, instructional schedule, or cost); or

   b) A change in special materials approved (see the instructions for Section V for specific circumstances requiring an amendment).

5. An evaluation report shall be completed on or before June 30 of the program year and shall be filed in the district office. The report shall include how the district's program will be evaluated to determine the extent to which students have met the stated objectives and the results of that evaluation. The plan's description shall include the people involved in the process and how their input is used to revise the program components.

6. Instructional personnel staff positions and assignments must be documented by names of staff members and course assignments reported to the Department on the Core Data Collection System. Program code "08" is to be used in reporting these positions and assignments.

7. The district must file a final expenditure report by July 15 after the end of the program year. Forms are mailed to districts along with their approved application for that school year.

8. The district must maintain auditable financial records of approved program expenditures as required by the Missouri Public School Records Manual published by the Secretary of State.

Department Procedures

1. The Department will furnish copies of the Administrative Manual and Guidelines: State-Assisted Program for Gifted Students and an application for state assistance to all local school districts upon request. The director and supervisor of Gifted Education Programs will be available for consultation with district personnel by telephone or by appointment in the Jefferson City office.

2. The Department will review each application submitted and will notify the submitting districts of action taken as soon as possible. Three types of action will be taken: approval, disapproval, or approval subject to specified revisions.

3. The state aid for the gifted program will be sent as part of the district's regular state aid payment. **Although the law allows for reimbursement of up to 75%, the actual percentage may vary from year to year.**

4. The Department will compare the instructional staff positions and salaries approved for the gifted program with personnel salaries listed in the Educator Data Update (screen 18) and assignments coded "08" in the Course and Assignment Data Update (screen 20) of the Core Data Collection System. Core data will also be used to verify proper certification of all teachers for whom reimbursement is requested. The approved budget may be adjusted by the Department if the approved application is not compatible with the report.

5. The Department will visit selected projects to monitor program operation, instructional personnel, and special materials approved in the state-assisted gifted program.

6. The Department will review the final expenditure report submitted by each district for its state-assisted gifted program. This review will compare reported expenditures with state aid paid for instructional personnel and special materials approved in the project application. Adjustments for overpayment of state funds will be made the following school year.

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GUIDE FOR PREPARING APPLICATIONS FOR GIFTED PROGRAM

The following instructions and guidelines for preparing the application consist of five sections. Each section provides directions and clarification of the information requested on the form. In some cases, more than one copy of a section will be needed to adequately describe the proposed program. For example, programs designed for grades K-12 which have program components distinguishable by population, objectives, or student contact time will need to **complete a separate Section III for each distinct component**. The district should photocopy pages or attach 8 1/2 x 11" typed sheets with additional information for any item as needed.

COVER PAGE

The cover page requests district identification and contact information. It also includes an assurance statement. The signature of the superintendent or authorized representative verifies that the gifted program is operated in compliance with the assurances listed below.

Assurances

1. The gifted education program complies with the regulations and guidelines established within this manual.

2. The gifted education program does not supplant the district's program for advanced students.

3. The gifted education program represents an increase in the number of staff employed and funds spent for materials and supplies.

4. The district maintains a file including the following:

   a) The program's identification and selection procedures;

   b) The program's goals and objectives;

   c) The program evaluation plan and the results of the previous year's evaluation;

   d) Program activities demonstrating how the unmet needs of gifted students are addressed;

   e) Verification of teacher certification and caseloads for each staff position for which the district receives reimbursement;

   f) Verification of teacher time spent in the state-assisted program;

   g) Verification of student contact hours for identified students.

Do not write in the area labeled "For Department Use Only." Department staff will complete this information following their review of the application. One of the two copies submitted by the district will be returned, showing the amount of gifted program expenditures approved on the basis of the budget pages, Sections IV and V.

SECTION I - Enrollment and Proposed Number of Gifted Students to be Served by Target Grade Span

GUIDELINES:

This is a summary page which provides a list of all schools in the district from which students were screened and evaluated for the state-assisted gifted program. Because this page summarizes all schools and students from all of the program components, **only one Section I will be submitted.**

INSTRUCTIONS:

Schools Screened for Gifted Program - List in the first column each school in which students were screened and evaluated for the gifted program. Photocopy Section I if additional space is needed to list all schools screened.

Target Grade Span - For each school listed in the first column, report the target grade span **from which students were screened and evaluated for the gifted program**, for example, 3-6, 5-8, 11-12. This may differ from the grades included in the school as a whole.

Enrollment in Target Grades - Report, by school listed in the first column, the enrollment **only in the grade spans** screened and evaluated for the gifted program. The enrollment in the target grade spans should correspond to that reported in the current school directory. Do not report total school enrollment unless students will be screened and evaluated from every grade level in the school.

Exemption

Districts may request an exemption to the 5% limit on the number of students enrolled in academic programs. Districts may feel that such an exemption is warranted because of the unusual demographic characteristics of the district or unforeseen circumstances beyond the district's control.

The request for an exemption must be submitted in writing to the Gifted Education Programs Section of the Department **prior to May 1** in order to facilitate its review and approval prior to the subsequent review of the gifted program application. The request must include the reason for the exemption, an explanation as to why the district's regular curriculum will not address the students' needs, and the following assurances from the local board of education or its designee:

1. The district's criteria for selection exceed the state's minimum requirements and have not been lowered from the preceding year.

2. The board desires to exceed the 5% limit.

3. The board states its understanding that the exemption is in effect only for the period of time covered by the program application.

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Exemptions will be granted at the discretion of the Department. **When an exemption is granted, it will not result in additional state gifted funds for instructional staff or materials above that allowed to serve 5% of the target grade spans.** Applications should be submitted to reflect accurate numbers of identified gifted students served with a notation that an exemption has been granted.

SECTION II - Student Selection Criteria (Screening and Evaluation Instruments and Procedures)

GUIDELINES:

The student selection process must consist of at least the following two stages: (A) screening and (B) individual evaluation and selection. See Appendix C for a flow chart on the gifted student selection process. **Evaluation and selection of students should be completed prior to the beginning date of instructional services.**

A. Screening

List all instruments and/or procedures and criteria required for students to be screened into the testing pool. All available data on the total school population should be considered during the screening stage. Any information contained in permanent records should be used in the screening process. Nationally-normed achievement test scores, group intelligence test scores, Missouri Mastery and Achievement Test scores, previous grades, anecdotal records demonstrating creative problem-solving and general creativity, and recommendations from teachers, parents, peers, and other personnel are all sources of screening information. Districts should also consider what methods will be effective in selecting hard-to-identify and traditionally underrepresented students. Districts should establish their own criteria so as to allow for approximately 10 to 20% of the population to be considered for further evaluation. Approximately 10% of the enrollment will be evaluated individually (Part B).

B. Individual Evaluation and Selection

Following screening and referral, **schools must use at least three of the following four identification criteria** to evaluate and select students for the gifted program. The school may determine which criteria would be most appropriate for the academic or fine arts program area(s) addressed, the grade levels to be served, and the background and needs of students in the district. It is expected that the use of tests and scales may differ within districts as well as between districts, i.e. different procedures or instruments may be used to select students for various program components. **From among the students who meet at least three of the four criteria, the district will select those most in need of the services provided in the state-assisted program.**

1. General Mental Ability

Full-scale scores on an individual intelligence test at or above the 95th percentile: Although they are more time-consuming, individually administered intelligence tests provide more accurate indicators for final placement purposes than do group tests. However, as an alternative, **full-scale** scores from two different group intelligence tests, **both** at or above the 95th percentile, may be used in lieu of the individual intelligence test score. **It is important to note that 5% of the total population may be at or above the 95th percentile, and further evaluations are needed to select the students in need of these services.** Districts with more than 5% above the 95th percentile will need to establish appropriate criteria and procedures to select students most in need of the state-assisted program. The district may use more than one test, depending on the appropriateness in reference to program areas and student needs. Full scale I.Q. scores **must** be used unless special circumstances are evident and prior permission is granted. List all I.Q. tests used by district and the minimum required test score.

2. Academic Ability

Composite scores on standardized achievement tests at or above the 95th percentile: While composite scores shall be used for most multi-disciplinary academic programs, it may be appropriate to use subtest scores related to the design of specific academic programs. The scores must be in the subject area(s) or in the subtest area(s) most related to the design of the gifted program. Most districts will need to establish a cut-off percentile of 96 or 97 to identify gifted students for the state-assisted program. **If achievement test scores are used for formal evaluation and placement, they must be derived from a norm referenced test.** The MMAT may not be used for individual evaluation and selection. List all achievement tests used by district and the minimum required test score.

3. Creativity, Reasoning and Problem-Solving Ability

Results of valid tests or other assessments indicating outstanding ability in one of the following areas: (1) creative and productive thinking, (2) advanced insight, (3) outstanding imagination, (4) innovative or creative reasoning ability, (5) advanced perception of cause and effect relationships, (6) problem solving, or (7) abstract concepts. These areas of ability must be related to the design of the gifted program. A minimum criteria for identification must be established by the district and listed on the application.

4. Performance

Documented evidence of exceptional performance in a general academic area, a fine arts area, or another area related to the design of the gifted program: Such evidence may take the form of portfolios of student work, checklists of characteristics of gifted students, formal classroom observations by persons knowledgeable about characteristics of gifted students, auditions, product demonstrations, etc. Districts must establish a minimum criteria for identification and list it on the application.

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INSTRUCTIONS:

For each component, list at the left the names of the instruments or procedures used for identification. In the right-hand column, list the minimum criteria or scores required for eligibility for each category of information collected. Components with the same identification criteria may be written together.

Alternative Student Selection Criteria

A school district may propose an alternative student selection plan when the proposed alternative will provide **improved** individual evaluation and selection of students for the gifted program. The proposal must clearly set forth in writing the process of screening and individual evaluation of students. The plan must include: **(a) established criteria for selection**, (b) **objective measures**, and (c) **competent professional evaluation**. The plan must clearly state the criteria that a student must meet in order to be eligible for the state-assisted gifted program. The alternative student selection plan must be submitted prior to **May 1** in order to facilitate its review and approval prior to the subsequent review of the gifted program application.

Transfer Student Policy

Students who transfer to a school with a state-assisted gifted program shall be placed in the receiving district's program if **all** of the following conditions are met:

1. The student must previously have been placed in the original Missouri school's state-assisted program.

2. The areas addressed by the two programs are similar, i.e. both are general academic programs; both are fine arts programs; or both are specific academic programs.

3. The student meets or exceeds the selection criteria established by the receiving school for placement in its gifted program.

4. The student and parents agree to such placement.

Transfer students placed on this basis will not be counted in the district's 5% limit **for the school year during which the transfer takes place.**

SECTION III - Description of Gifted Program Component

GUIDELINES:

State aid for gifted programs is available for districts which provide **eligible students with an educational environment beyond that offered in the regular school program for superior students and which is designed to meet the identified needs of gifted students.** The educational needs of gifted students which are not met by the regular school program for superior students will require (1) a differentiated instructional program which accommodates higher cognitive processes and concepts, (2) teaching methods appropriate for their advanced abilities and individual styles of learning, and (3) flexible administrative arrangements needed to implement the program.

All teacher positions funded through state gifted education monies are designed to serve those students identified through the approved selection process as needing an academic environment beyond that offered by the standard grade level curriculum available to superior students.

INSTRUCTIONS:

A school district may have one or more program components within the total state-assisted gifted program. (See program component definition in Appendix F.) The district shall assign a number to each program component and shall submit a separate Section III for each component.

1. Program Component Number - Number each program component with similar target population, objectives, and student contact time starting with component one. Begin with the lowest grade span served and proceed upward through the grades. For example, a district may have a gifted program for grades K-12 and separate components for grades K-2, 3-5, 6-8, and 9-12.

2. Location(s) of Program Component - List the school(s) or site(s) in which the program component operates. In most instances, the Location(s) of Program Component will be the same as the schools served. If students are transported in the program, list and underline the project location and place parentheses around the schools from which students are drawn. For Example: Fourth Street Elementary (Lincoln, Park Creek, Forester).

3. Beginning Date, Ending Date - Enter the date (mm/dd/yy) on which the component will begin to deliver instructional services to students and the date (mm/dd/yy) on which instructional services will end. The beginning date shall be no later than three weeks after the start of the school year, and the ending date shall be no sooner than three weeks prior to the end of the school year.

4. Academic or Fine Arts Area(s) Addressed - Check the appropriate box -Academic or Fine Arts- and enter the educational program area(s) which the component addresses. Examples: Academic - Elementary Language Arts; Fine Arts - Music. Academic areas and fine arts areas must be in separate program components.

5. Description of Program Component - Using a narrative format, describe briefly the program component. Add 8 1/2 x 11" typed sheets to Section III as needed to provide this narrative. Include the following information:

   A. Program Objectives

      List the major objectives which students served by this program component will be expected to attain. Describe how the program is differentiated to meet individual student needs.

   B. Types of Activities in Which Students Will Engage

      Describe the special curricular emphasis and instructional methods which make this component different from activities for superior students in the regular program.

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C. Instructional Delivery System

Describe the schedule of services for gifted students and how the services will be delivered (organization, grouping, special arrangements, etc.). For example, students might go to a resource room for 150 minutes, twice per week. Department personnel must be able to use this narrative description to verify the information in *Part 6*.

6. Instructional Position(s) and Time Allocated to this Program Component

Teachers' Names, Column A - List the first and last name of each teacher assigned to this program component. If the teacher's name is not known when the application is submitted, indicate this position as "TBA" on the application. When the name and salary information is available, notify the Department.

Type of Position, Column B - Enter in this column the type of instructional position (teacher) that will be used for students in this program component. Use one of the following designations:

--Resource Room Teacher (RRT) - This teacher provides direct instruction to groups of identified gifted students who are "pulled out" of the regular classroom for one or more sessions per week. Teaching assignments using only this model are to be coded using Delivery System code *C*, refer to Exhibit 14 in the core data manual.

--Special Class Teacher (SCT) - This teacher provides instruction to classes of gifted students who are assigned to that class on a daily basis for one or more periods a day. Teaching assignments using only this model are to be coded using Delivery System code *G*, refer to Exhibit 14 in the core data manual.

--Educational Resource Teacher (ERT) - This teacher provides services which must include but are not limited to direct instruction. This type of teacher must provide direct instruction **exclusively** to identified gifted students at least 80% of the teacher's reimbursable time. The remaining 20% or less of the reimbursable time may be used to provide additional instructional services to identified gifted students and could impact other students as well as the identified gifted students. Teaching assignments using this model are to be coded using Delivery System code *C* or *G* for the scheduled pull-out or special class time and Delivery System code *A* for the additional resource time, refer to Exhibit 14 in the core data manual.

Approvable activities for 80% of the ERT's reimbursable time may include either small group instruction of identified gifted students or working directly with gifted students within the regular classroom.

During a maximum of 20% of the ERT's reimbursable time, allowable activities might include helping classroom teachers modify instruction to meet gifted students' needs in their classroom (e.g. curriculum compacting), arranging mentorships, directing independent study, facilitating cross-grade level grouping or acceleration, providing special activities to meet the affective needs of gifted students, classroom observations for the purpose of evaluating gifted students, and conducting occasional demonstration lessons within the regular classroom. However, such demonstration lessons should not be a regular assignment for the ERT and should not constitute release time for the classroom teacher.

Another allowable activity, when done as part of the regular school day, is coordinating contests such as Odyssey of the Mind or Future Problem Solving, which may include students other than identified gifted students. Coordinating contests, however, should not be construed as requiring the ERT to sponsor extensive out-of-school activities.

Guidelines for minimum caseloads for ERT, RRT, and SCT positions in various types of programs are provided in Appendix D.

Grade(s) Served, Column C - Report in this column the grade or grades to be served by each position in the program component.

Number of Students Served, Column D - Enter in this column the number of gifted students who are served by this program component and are assigned to each instructional position.

Student Contact Minutes Per Week, Column E - Enter in this column, by each position in the program component, the minimum number of minutes per week students in Column D will receive direct instruction for the gifted. Students in state-assisted gifted programs **must receive at least 150 minutes of direct instruction.**

Average Class Size, Column F - Enter in this column the average number of students served per class by each teacher. Classes or group size within the gifted program should not exceed 15 nor be less than 5.

Instructional Minutes Per Week in this Gifted Program Component, Column G - Report in this column the **total number of minutes per week** this teacher will provide special instructional services for gifted students in this program component. Do not include planning time. For the ERT position, list one assignment including only the scheduled direct instructional time and teacher's caseload and one assignment including only the additional reimbursable time. This time shall not exceed 20% of the total reimbursable time. An example of Part 6 for an ERT follows:

6. Instructional Position(s) and Time Allocated to this Program Component

TEACHERS' NAMES (A)	TYPE OF POSITION (B)	GRADE(S) SERVED (C)	NUMBER OF STUDENTS SERVED (D)	STUDENT CONTACT MINUTES PER WEEK (E)	AVERAGE CLASS SIZE (F)	TEACHERS' INSTRUCTIONAL MINUTES PER WEEK (G)	PERCENT OF TEACHER'S TIME (H)
Jane Greatteacher	ERT	2-8	25	360	6	1440	90
Jane Greatteacher	ERT	2-8	25	XX	XX	300	10

Percent (%) of Teacher's Time Eligible for Reimbursement, Column H - Report in this column the percent of the teacher's time eligible for reimbursement. To determine the percentage of teacher time eligible for reimbursement in a particular component, the district should first locate on the vertical axis (far left hand column) of the chart (Appendix D) the number of minutes per week each student in that component will be receiving specialized services (line A, B, or C). Move horizontally to the right until you locate the number of students who will be served

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by that teacher. Move down to check the corresponding amount of teacher time (line D) in that vertical column. If the teacher's instructional time per week is at least this amount, the district may claim the percent (%) reimbursable corresponding to that column (line E). If the teacher's instructional time is less than this amount, move horizontally to the left until you locate the actual amount of teacher time being spent in instruction of gifted students. The district may claim the percent (%) reimbursable corresponding to that column (line E).

The information for instructional positions(s) (item 6), when summed for all program components, must correspond to columns 1, 2 and 3 reported in Section IV, Budget: Instructional Staff Positions for All Program Components. The instructional staff assignments must be reported using program code "08" on the Core Data System since this will be checked for budget compatibility.

SECTION IV - Budget: Instructional Staff Positions for All Program Components

GUIDELINES:

In order to be approved for state aid, instructional personnel must:

1. Serve in an instructional position identified in Section III and provide instructional services to gifted students selected for the program according to criteria described in Section II of the application; and

2. Provide instructional services to such gifted students during the time for which reimbursement is sought; and

3. Increase the school's cost beyond the cost of the regular instructional program (including out-of-contract time); and

4. Hold a valid Missouri teaching certificate with endorsement in gifted education. Provisional gifted certification will be acceptable for this requirement. See Appendix B for certification guidelines.

Instructional costs may include salary, **district-paid portions** of health insurance, career ladder, retirement, Social Security (where applicable), worker's compensation, unemployment insurance, and other regularly-provided employee benefits at the rate applied to other teachers with similar qualifications and duties.

Instructional costs **may not** include state funded amounts of career ladder, minimum salary guarantee, or extended or extra duty pay for non-instructional activities. Valid instructional costs, for the time instructional personnel are providing services as specified above, may be approved for state aid not to exceed three-fourths (75%) of the total attributed to the gifted program. Although 75% reimbursement is the maximum the law allows, the actual reimbursement rate may vary from year to year. **Round all figures to the nearest dollar.**

INSTRUCTIONS:

Teachers' Names, Column 1 - List the first and last name of all teachers for whom reimbursement is being requested. The teachers in all Section III program components must match the names reported in Section IV, Column 1.

Program Component Number(s), Column 2 - For each position, enter in this column the program component number(s) served by that position. If a teacher serves in two Section III program components, list both program components in column 2.

Percent of Time in Gifted Program, Column 3 - For each position number, enter the percent of time assigned to the gifted program as reported in Section III, Item 6 (H). If a teacher serves in two program components, list in column 3 the combined total percent of time assigned to gifted program components.

Base Salary, Column 4 - Enter the full-time base salary (reported as "Reg Term Salary" to core data) to be paid for each staff position.

Insurance and Other Employee Benefits, Column 5 - Enter the full-time employee benefits to be paid **by the district** to each staff position.

Salary and Employee Benefits, Column 6 - Add the salary (column 4) and the other employee benefits (column 5) for each position, and enter the sum in column 6.

Amount Applicable to Gifted Program, Column 7 - Multiply the figure in column 6 by the percent in column 3 to obtain the amount of salary applicable to the gifted program. Enter this dollar amount in column 7 for each position.

Total, Column 7 - This is the bottom line of the page. The amounts applicable to the gifted program in column 7 should be added and the total placed at the bottom of the page. If there is more than one page of Section IV, record the grand total for salaries **at the bottom of the last of the pages**.

SECTION V - Budget: Special Materials for All Program Components

GUIDELINES:

In order to be approved for state aid, special materials must be beyond those ordinarily provided in regular school programs and must be required for the achievement of gifted program goals and learner objectives. Special materials may include special instructional texts, workbooks, equipment (carts, computer desks, or other items necessary for the direct operation of the equipment), other printed materials, audiovisual software, educational kits, registration fees (if instructional materials are provided), and other consumable materials.

The following **will not be considered special materials** and will not be approvable for state aid under the gifted program:

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1. Small consumable supplies ordinarily furnished teachers and students in the regular school program, such as markers, stapler, paper clips, etc.;

2. General reference works and basal texts used in the regular program;

3. Rental charges, service fees, site license fees, admission fees, video-delivered coursework, phone bills, and internet access fees;

4. Tuition reimbursement, and conference/workshop registration fees for teachers;

5. All transportation costs (including transportation to and from program site and to and from all field trips);

6. Assessment materials, such as tests;

7. Equipment; defined on page 25 as an instructional apparatus not consumed in use, repairable, electrical or mechanical in nature, expected to last more than one year, and costing more than **$300 per unit**; not used in direct instruction of students and ordinarily provided by the district such as overhead projectors and copy machines;

8. Teacher or student desks, tables or chairs, file cabinets, bookcases, etc;

9. Registration fees for any student competitions (unless special instructional materials are provided with the registration).

The maximum cost of approved expenditures for special materials shall not exceed $50 times the number of students served in the gifted program application (Section III) and shall be appropriately distributed among program components. Districts cannot encumber funds for special instructional materials after March 31 of that program year. State aid may not exceed three-fourths (75%) of the total expenditures for special materials approved for the program. Although 75% reimbursement is the maximum allowed by law, the actual reimbursement rate may vary from year to year.

Amendments must be requested prior to March 31 and must be submitted in writing to the Department for approval under the following circumstances:

1. The total amount being spent on materials for any component increases or decreases by 30% or more.

2. The district decides to spend any money for materials in a category which previously contained no planned purchases.

3. Within program components, there is an increase or decrease of 30% or more in any expense category.

The program application need not be amended if the district wishes to substitute like items in a category, e.g. substituting one videotape for another.

INSTRUCTIONS:

The items listed on Section V - Budget: Special Materials for Program Components should be grouped according to individual program components. A total for each page should be provided, as well as the Grand Total for All Components, which will be shown on the last page of Section V (Section V, B. District Budget Summary). **Round all figures to the nearest dollar.**

Section V, A. - Component Budget

Complete one Section V, Part A for **each component** in the program. Photocopy this page as needed. In the space provided, identify the program component by its number (the same component number used in Sections II and III). For each category in which materials will be purchased, list specific examples of items to be purchased and a rationale stating how these materials will assist in achieving the goals and objectives of that program component.

1. Special instructional texts, kits, and reference works - List the amount which will be spent on special instructional texts, kits, and reference works for this component. In the space provided, give examples of the items which will be purchased and a rationale for these items.

2. Workbooks and other printed materials - List the amount which will be spent for this component on such items as workbooks, magazine or journal subscriptions, posters, reference works about the gifted, etc. Give examples of the items which will be purchased and a rationale for these items.

3. Audiovisual software - List the amount which will be spent for this component on such items as videotapes, computer software, laser discs, etc. Give examples of items which will be purchased and a rationale for these items.

4. Equipment - List the amount which will be spent on equipment for this component. Equipment is defined as an instructional apparatus not consumed in use, repairable, electrical or mechanical in nature, expected to last more than one year, and costing more than **$300 per unit**. Under "Examples," list the quantity and types of units which will be purchased (e.g. one MacIntosh computer, one laser printer, etc.) and a rationale for these items.

5. Other - List the amount which will be spent for this component on such items as chemicals, camera film for processing, computer paper, and other items which do not fall into any of the four previous categories. Give specific examples of the items which will be purchased and a rationale for these items.

6. Total for this component - List the **total** amount which will be spent on materials and supplies for this program component.

Section V, B. - District Budget Summary

Complete only one Section V, Part B for the district. The figures on this page should represent the sum of requested expenditures in each category for **all of the components** in the district's program.

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1. Special instructional texts, kits, reference works - List the total amount requested for **all** components in this category.

2. Workbooks and other printed materials - List the total amount requested for **all** components in this category.

3. Audiovisual software - List the total amount requested for **all** components in this category.

4. Equipment - List the total amount requested for **all** components in this category.

5. Other - List the total amount requested for **all** components in this category.

6. Grand total for all components - List the total amount requested for **all** components in **all** categories of materials and supplies.

CONSIDERATIONS FOR NONSUPPLANT OF REGULAR PROGRAM

By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced. In 1973, the General Assembly recognized that there is a limited number of academically advanced students whose mental capacity and learning potential are so great that they could be classified as "gifted" and that these students need services beyond the level of those ordinarily provided. As a result, in 1973, the General Assembly authorized the state program for gifted students and provided for the partial reimbursement of the additional cost of instructional personnel and materials necessary to provide appropriate programs for those students. In so doing, the General Assembly did not intend to diminish in any way the regular program of instruction or to support existing programs for the academically advanced (superior) students. The intent was clearly to support special efforts to improve the educational opportunities available for students who are identified as gifted. To ensure that a gifted program does not supplant the regular program offered or expected in a school district for academically advanced students, all state-assisted gifted programs must meet the following criteria:

1. The state-assisted gifted program must consist of curricular offerings which do not replace those offered previously for academically advanced (superior) students in the school district's instructional program and which are qualitatively different from those normally expected for superior students;

2. The state-assisted gifted program shall be designed to teach content and processes which differ from regular and advanced offerings of the school district (content, methods and objectives must be beyond those offered advanced students in the regular curriculum); and

3. The state-assisted gifted program must represent an actual increase in district expenditures for instructional staff and for special materials. For example, the state-assisted gifted program must:

   a) Require additional teacher assignments for the instructional time for which special state aid for the gifted program is requested; and

   b) Increase the school's cost beyond the cost of the regular instructional program (including out-of-contract time).

   Any decrease in the staff employed in the school's regular instructional program (as measured by the teacher-pupil ratio) must be attributable to factors other than the state-assisted gifted program. It is the school district's responsibility to provide such an explanation.

4. Class or group sizes within the gifted program should not exceed 15 nor be less than 5, with an average of 10 students per class, for each instructional position and program component.

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Suggested maximum caseloads for full-time teachers are as follows:

RRT -- 75 students
SCT -- 100 students
ERT -- 90 students

Caseloads this high are **not recommended**; they represent the extreme upper limit.

5. State-assisted gifted programs should serve only those students properly selected for the program, not simply the top 5% of the student population.

APPENDIX B

CERTIFICATION FOR TEACHERS OF GIFTED

General Requirements

A. A valid Missouri teaching certificate

   1. For areas with certification, this certificate must be at the grade level(s) in the subject area(s) of the teaching assignment.
   2. For areas without certification, this certificate must be in a related area at the grade level(s) assigned, with competencies in the teaching area.

B. Two years teaching experience in the classroom

C. Psychology/Education of the Exceptional Child

Professional Requirements
(These include a minimum of 15 semester hours with no grade lower than C.)

A. A minimum of nine semester hours selected from five basic fields of knowledge:

   1. A Survey of Gifted and Talented Education;
   2. Program Planning and Development: An Understanding of Administration and Supervision of Gifted Programs;
   3. Screening, Assessing, and Evaluating Gifted Students;
   4. Curriculum and Instruction for the Gifted; and
   5. Meeting the Affective Needs of Gifted Children.

B. A minimum of one graduate course in research procedures.

C. A three semester credit hour practicum, beyond the courses required for elementary and secondary certification, involving college or university supervised instruction of gifted students. (The practicum is waived for teachers who can verify a minimum of two years teaching experience in a state-approved gifted program.)

D. Teachers with three or more years of experience in a state-approved gifted program may receive credit for up to six credit hours of required coursework based on documentation of successful completion of other related courses or clock hours of inservice training.

Instructional personnel in the staff positions for which state aid is approved must hold a valid Missouri teaching certificate with endorsement in gifted education. Provisional gifted certification will be acceptable for this requirement. Coursework must be completed at a college or university with an approved gifted education program. For questions regarding certification of teachers, please contact the Teacher Certification Section of the Department of Education at (573)751-0051.

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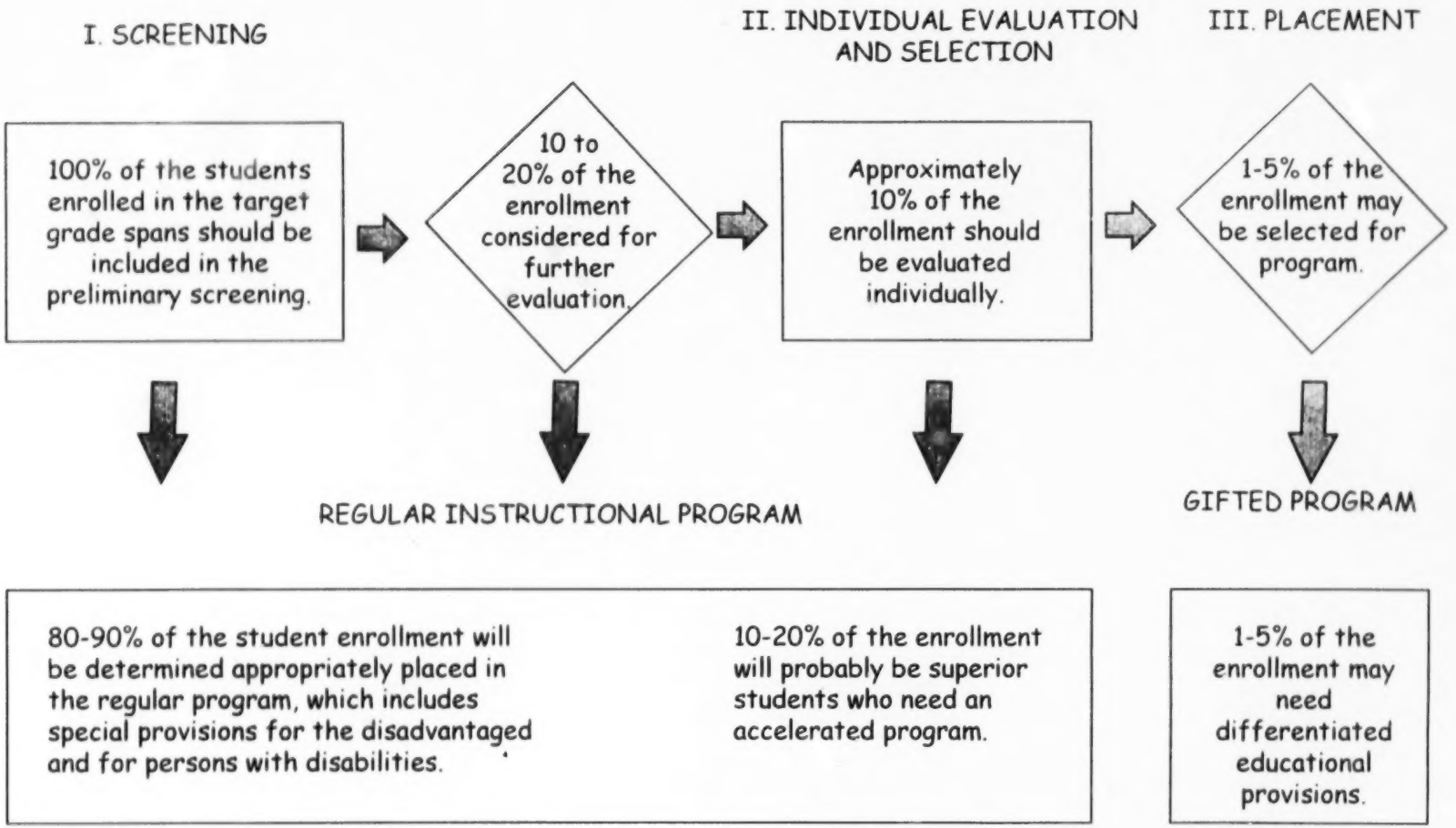
Appendix C

GIFTED STUDENT IDENTIFICATION PROCESS


I. SCREENING
II. INDIVIDUAL EVALUATION AND SELECTION
III. PLACEMENT
100% of the students enrolled in the target grade spans should be included in the preliminary screening.
10 to 20% of the enrollment considered for further evaluation.
Approximately 10% of the enrollment should be evaluated individually.
1-5% of the enrollment may be selected for program.
REGULAR INSTRUCTIONAL PROGRAM
GIFTED PROGRAM
80-90% of the student enrollment will be determined appropriately placed in the regular program, which includes special provisions for the disadvantaged and for persons with disabilities.
10-20% of the enrollment will probably be superior students who need an accelerated program.
1-5% of the enrollment may need differentiated educational provisions.

Appendix D

Minimum Caseloads and Minimum Teacher Time Eligible for Reimbursement

	Student Contact Time	Minimum Caseloads									
A.	150-239 min. per week	5-7	8	13-16	17-21	22-24	25-29	30-32	33-37	38-41	42 or more
B	240-299 min. per week	5*	6-9	10-12	13-15	16-18	19-22	23-24	25-28	29-30	31 or more
C.	300 or more min. per week	*	5-7	8-9	10-12	13-14	15-17	18-19	20-22	23-24	25 or more
D.	Minimum Teacher Time	150-299 min./wk.	300-449 min./wk.	450-599 min./wk.	600-749 min./wk.	750-899 min./wk.	900-1049 min./wk.	1050-1199 min./wk.	1200-1349 min./wk.	1350-1499 min./wk.	1500+ min./wk.
E.	Percentage Reimbursable	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

* Programs with fewer than 5 students are not recommended.

STATE ADMINISTRATIVE RULE

5 CSR 50.200.010 Programs for Gifted Children

PURPOSE: The Department of Elementary and Secondary Education, referred to as the Department, has the responsibility under Section 162.720, RSMo (1986) to approve applications for special programs for gifted students and provide state aid to school districts for these programs. This rule establishes the standards for program approval and establishes the allowable costs and administrative procedures for the programs.

Editor's Note: The Secretary of State has determined that the publication of this rule in its entirety would be unduly cumbersome or expensive. The entire text of the material referenced has been filed with the Secretary of State. The material may be found at the Office of the Secretary of State or at the headquarters of the agency and is available to any interested person at a cost established by state law.

(1) For the purposes of special programs for gifted students eligible for state aid, gifted students are defined as those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered or expected in the regular school program of the district. The special programs for these gifted students shall be designed in the general academic area and/or in the fine arts.

(2) Annually, the Department solicits applications from eligible elementary and secondary school districts which shall be due as of a date and in a form established by the Department.

(3) Applications for state reimbursement, must, to be approvable, demonstrate that the applicant has:

(A) Established a systematic process for identification and selection of gifted students. This process shall use multiple criteria for identification and selection such as, but not limited to, objective measures and competent professional evaluation;

(B) Maintained on file in the district: the project goals and learner objectives which should be achieved by gifted students participating in the program; the program activities of the project which shall be beyond the level normally provided in regular school programs and which contribute particularly to meeting the identified unmet needs of gifted students; information to show that the program for which state aid is requested will not supplant services offered in the regular school program; and an evaluation design which will be used to determine the effectiveness of the project as a whole and the project's impact upon participating students;

(C) Listed the number of gifted students in the project and the amount of time gifted students will spend in the state funded program;

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(D) Listed each individual instructional staff position for which state aid is requested and for each position, the amount of time which will be spent exclusively in the state-assisted gifted program, the number of gifted students to be served, and the delivery system to be used;

(E) Listed the total amount of money to be expended on each type of special instructional materials for which state aid is requested.

(4) The number of gifted students in the state funded program shall be no more than five percent (5%) of the enrollment in the school(s) or grade level(s) to be served by the project if the program is designed to encompass general academic areas. Districts may petition the Department for permission to exceed the five percent (5%) limit on the number of students served in such academic programs. Permission to exceed the five percent (5%) limit shall be applicable only to the time period covered by the program application. The number of gifted students to be served may be no more than two percent (2%) of the enrollment in participating school(s) or grade level(s) if the program is limited to the fine arts;

(5) Instructional personnel in the staff positions for which state aid is approved under the special program for gifted students must hold a valid Missouri teaching certificate at the grade level(s) or in the subject area(s) which they are assigned to teach. If a teacher is responsible for teaching in an area for which Missouri certification is not available, the teacher must have a valid Missouri teaching certificate in a related area, at the grade level(s) served, and competencies in the teaching area. After September 1, 1995, in order to receive funding for gifted education programs, a district must employ teachers certificated in the area of gifted education.

(6) Instructional personnel time for which state aid is approved under the program for gifted students shall be used exclusively to serve students who are identified as gifted and are designated as participants in the approved special program for gifted students.

(7) Only special materials which are beyond those ordinarily provided in regular public schools programs and are required to achieve the project goals and objectives will be approved by the Department. Local school districts may be provided state aid under section 162.975, RSMo for not more than seventy-five percent (75%) of the following costs of the special program for gifted students if these costs are included in project applications and approved by the Department:

(A) Salaries, fixed charges and other fringe benefits regularly provided for instructional personnel at the rate applied to all other staff members with similar qualifications and duties. The cost for salaries, fixed charges and other fringe benefits shall not exceed the costs that would be required to appropriately serve five percent (5%) of the target populations in the school(s) or grade level(s) included in the state funded program; and

(B) Costs of special instructional materials approved on the project application, not to exceed fifty dollars ($50) per pupil. The costs of special instructional materials shall not exceed fifty dollars ($50) times the number of students equal to five percent (5%) of the target populations in the school(s) or grade level(s) served by the state funded program.

(8) Instructional positions and assignments approved in a gifted project application shall be supported by names of staff members and assignments reported to the Department on the annual core data reports.

(9) At the end of the school year, the school district shall file an amended budget summary with the Department reflecting the actual amount expended for instructional salaries and special materials approved in the project application. If the state aid paid to a district exceeds the established reimbursement percent of the actual expenditures for salaries or for special materials, the Department will make the appropriate adjustment in the subsequent school year's state aid.

(10) The school district shall maintain auditable records of approved project expenditures.

DEFINITIONS OF TERMS
(as used in this manual)

Department -- Missouri Department of Elementary and Secondary Education

differentiated instruction -- a planned curriculum which emphasizes high level cognitive and affective processes, instructional strategies which respond to the individual learning styles and abilities of gifted students; and an appropriate delivery system for these services.

educational needs of gifted students -- discrepancies between actual educational performance and potential performance of gifted students in areas addressed by the school system.

Education Resource Teacher (ERT) -- a teacher who provides services which must include but are not limited to direct instruction. This type of teacher must provide direct instruction **exclusively** to identified gifted students at least 80% of the teacher's reimbursable time. The remaining 20% or less of the reimbursable time may be used to provide additional instructional services to identified gifted students and could impact other students as well as the identified gifted students.

Equipment -- instructional apparatus not consumed in use, repairable, electrical or mechanical in nature, expected to last more than one year, and costing more than **$300 per unit**.

fine arts -- art and music; may also include visual and performing arts.

academic areas -- language arts, sciences, mathematics, social studies, or any combination of these areas.

gifted students -- those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that their continued educational growth and stimulation could best be served by an academic environment beyond that offered in regular public school programs.

identification process -- a systematic set of steps including screening and referral, individual testing and evaluation, and a determination of students who need special educational services beyond those provided for superior students.

individualized instruction -- a program designed to accommodate the educational needs, interests, and learning styles of each student served.

instructional personnel -- qualified and certificated professionals who provide instructional services **to targeted gifted students** during the time for which state aid is requested.

learner objectives -- performance statements which describe specific and measurable outcomes; i.e. the expected changes which will take place in students served by the gifted programs.

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needs assessment -- collecting, organizing, and examining data on students' backgrounds, abilities, interests, and performance in the general academic areas and the fine arts for the purpose of identifying unmet educational needs of gifted students. The assessment should include an examination of the regular instructional programs for superior students.

program component -- an identifiable part of the district's total state-assisted gifted program, characterized by its own objectives, target population, and student contact time. Generally, a district planning a K-12 gifted program would plan one component for elementary, one for junior high/middle school, and one for senior high to provide a concise application.

Resource Room Teacher (RRT) -- a teacher who provides direct instruction to groups of gifted students who are "pulled out" of the regular classroom for one or more sessions per week.

special materials -- materials beyond those ordinarily provided in the regular public school program, required to achieve the program goals and objectives, listed in the application, and approved by the Department.

Special Class Teacher (SCT) -- a teacher who provides instruction to classes of gifted students who are assigned to that class on a daily basis for one or more periods a day.

Missouri Department of Elementary and Secondary Education
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